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ABSTRACT

This document contains a 44-page child assessment checklist developed by the Circle Preschool First Chance Project, a government-funded model program for integrating handicapped children into regular classes. Six skill areas of child development are detailed: language, cognitive, gross motor, fine motor, socio-emotional and self-help. Included are guidelines for using the assessment checklist and a bibliography of other assessment instruments. (MS)

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INDIVIDUAL ASSESSMENT

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THE ASSESSMENT

SKILL AREAS

This assessment synthesizes other assessments used in early childhood programs. It details six skill areas of child development:

A. Language
B. Cognitive
C. Gross Motor
D. Fine Motor
E. Socio-Emotional
F. Self-Help

The language section contains items which require a receptive or expressive interaction with another person. The specific skill areas in the language section reflect the ITPA model, which lends itself to specific language intervention activities. Many items in the language category, particularly in the associative section, cannot in reality be separated from cognitive skills; the elicited language is contingent on information available from the cognitive domain.

ACQUISITION

The ages of skill acquisition reflect the belief that all children go through the same stages of development at about the same rate. Although most children will acquire a given skill at approximately the same chronological age and in about the same order, some children may progress more rapidly, others more slowly. Some may skip a step altogether without cause for concern. We include ages only as a guide for determining weaknesses and strengths and to provide a sequential framework for planning a developmental program.

ADMINISTRATION

We suggest observing and/or questioning the child rather than testing by standardized procedure. Usually an item describes a specific skill which can be observed in a group activity, free play, or on an individualized basis. Some items may require resourcefulness to elicit the desired information from the child without providing too many clues for the response.

A few items have asterisks indicating that the skill must be inferred from observable behavior. For example, on those items listed as "enjoys ...," we left to the observer's judgment what behavior (laughter, smiles, claps, etc.) indicated "enjoys."

CHARTING

To establish a developmental skill level, begin administration at or below the child's chronological age. Work backward until the child can successfully pass three consecutive skills. Assume the child can pass all items below that level. If the child succeeds at age level, work forward until the child misses three items.

In the column headed "Present," mark the date tested next to the highest skill level attained. Choose as the child's goal the next cluster of skills not present. Mark the date these skills are targeted as goals. As these skills are attained, mark the date in the "Acquired" column next to the skill named. Re-evaluate at three month intervals and record gains in skills not set as goals. Use a chart similar to the one suggested on the following page to provide an overall picture of the child's growth.

USE OF THE ASSESSMENT

The assessment was not designed to assign the child a skill age and plug her into a rigid program of teaching each skill as listed. Rather, it suggests an overall guideline for sequencing the content of classroom activities based on a developmental model. It also suggests a range of skills an activity can include to meet the individual needs of all the children. For example, a cooking project may include labeling food and utensils as well as classifying foods.

The list suggests skills to be included in activities. A child who cannot cut with scissors could be included in a cutting project where she can develop that skill; she would not necessarily be taken aside and drilled on cutting. If many of the children in the class do not understand time sequences, group times may include talk about what they did at school yesterday, today's program, and plans for tomorrow. The teacher would not try to have the children rotely memorize what yesterday, today, and tomorrow mean.

The assessment suggests the next cluster of skills to present to assure a challenging environment for the child who is progressing steadily.

It provides a progress report to let teachers know if a child is stuck at some level; it helps teachers know when to try a different approach, increase their efforts, or sit back and observe.

SAMPLE PROFILE: LANGUAGE SKILL AREA

Months	Auditory Reception	Visual Reception	Associative	Memory	Closure	Verbal Expression	Manual Expression
60	12/18/75 (BLUE INK)	3/20/76 (GREEN INK)					
54		12/18/75					3/20/76 12/18/75
48						3/20/76	
42			6/10/76 (BLACK INK)	6/10/76 3/20/76	June 76	12/18/75	
36			3/20/76 12/18/75		March 76 Dec. 75		
30				12/18/75			
24							
18							
12							

<u>Color code</u> entries every three months to provide a visual profile of the child's progress. For example, use red ink in September, blue in December, green in March, and black in June.

A similar chart should be used for each skill area.

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LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation	
I. Receptive Process						
A. AUDITORY RECEPTION						
Knows and immediately turns to her own name. (12 mo)						
*Listens selectively to familiar words. (6-12 mo)						
Responds to name, no-no. (6-12 mo)						
Imitates sounds. (6-12 mo)						
Shakes head "yes" to some questions, "no" to others. (6-12 mo)						
Tries to imitate adults' playful vocal sounds (e.g. smacking lips, cough, brrrr, etc.). (6-12 mo)						
Shows by suitable movement and behavior that he understands several words in usual context (e.g. own and family names, bye-bye, walk, dinner, cup, spoon, ball, car). (12 mo)						
Imitates a few words. (12-18 mo)						
*Listens to rhymes and jingles. (12-18 mo)						
Brings a familiar object from another room on request. (15-18 mo)						
Points to one named body part of self or doll. (15-18 mo)						

(continued)

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
I. Receptive Process, continued					
A. AUDITORY RECEPTION, continued					
Imitates two or three word sentence. (18-21 mo)					
Can distinguish personal pronouns: "Give it to her." "Give it to him." (18-24 mo)					
Points to 4 or 5 body parts of self or doll, or items of clothing show in large pictures, (mouth, eyes, nose, hand, foot, head). (21-24 mo)					
Selects an item from a group of 5 varied items upon request. (21-24 mo)					
Understands and follows single directions, (1. "Give me ___" 2. "Put ___ in the ___." 3. "Put the ___ on the ___.") (24 mo)					●
Selects appropriate prictures involving action words, ("Show me eating, sleeping.") (24-30 mo)					
*Enjoys having stories simplified by interpreting them to her using her vocabulary, people, and experiences she knows, especially her own name. (24-30 mo)					
Comprehends "cold," "tired," "hungry." ("What do you do when you're _____?") (30-35 mo)					
Tells own gender when asked "Are you a boy or a girl?" (30-36 mo)					●

(continued)

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation	
I. Receptive Process, continued						
A. AUDITORY RECEPTION, continued						
Recognizes gross sounds in environment and points to object or pictures of the objects (vacuum cleaner, water running, etc.) (30-36 mo)						
Discriminate prepositions, "Put the block on, in, under, off, above, etc. the box." (30-48 mo)						
Carries out three simple related commands given at once, e.g. "Sit down. Pick up the spoon, and stir the soup." (30-36 mo)						
*Enjoys simple stories read from picture books. (30-36 mo)						
*Listens to musical instruments, including record player. (30-36 mo)						
Says at least one nursery rhyme. (36-48 mo)						
Detects rhyming words. (48-60 mo)						
Points to and repeats less commonly used words for the parts of the body (knees, elbows, wrists, hair, back, leg, stomach). (48-60 mo)						
Listens eagerly to stories. (48-60 mo)						
Names or points to a penny, nickel, dime upon request. (60-72 mo)						

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
I. Receptive Process, continued					
B. VISUAL RECEPTION					
Maintains eye contact. (2 mo)					
Adjusts to gesture (pat-a-cake, wave hand for bye-bye). (6-12 mo)					
Looks at pictures in book. (6-12 mo)					
Imitates simple actions or gestures. (10-12 mo)					
Follows simple commands of give, show, come, go, or get when used with appropriate gestures. (12-18 mo)					
Identifies familiar people or common objects by pointing or vocalizing. (12-18 mo)					
Identifies a few pictures in book by naming or pointing. (18-24 mo)					
Names some pictures of common objects. (21-24 mo)					
*Enjoys picture books, recognizing fine detail in favorite pictures. (24-29 mo)					
Names (not just repeats) things seen in pictures. (24-30 mo)					
Names at least one color correctly. (30-36 mo)					

(continued)

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
I. Receptive Process, continued					
B. VISUAL RECEPTION, continued					
Tells what action is going on in pictures. (36-48 mo)					
"Reads" pictures. (48-60 mo)					
Identifies or names the three primary colors; red, yellow, and blue. (48-60 mo)					
Recognizes and selects identical pictures or objects from group of 5. (48-60 mo)					
Sees differences in pictures or objects. (48-60 mo)					

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
II. Organizing Process					
A. ASSOCIATIVE - AUDITORY & VISUAL					
Associates body parts with their functions. ("What do you see with? eat with? hear with?", etc.) (24-30 mo)					
When told the use (or action) of an object, can identify by pointing and/or naming the object. ("What do you drink our of?"- cup. "What do you cut with?" - knife.) (30-36 mo)					
Discriminates by pointing or vocalizing such adjectives as "hot, cold, wet." (30-36 mo)					
Understands subject-object relations, e.g. chooses correct picture when asked "find the boy throwing the ball." (30-36 mo)					●
Gives use of objects, e.g. "Why do we have a stove?", etc. (36-48 mo)					
Compares weight. (Estimates which is heavy, light.) (48-60 mo)					
Able to make analogies, e.g. "An apple is read; a banana is ___?___." (48-60 mo)					
Repeats days of week in sequence. (48-60 mo)					
Can answer questions classifying and organizing objects according to form, color, use, and material. ("Why do we have cars? How else can we go from one place to another?") (48-60 mo)					●
(continued) 14					

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation	
II. Organizing Process, continued						
A. ASSOCIATIVE - AUDITORY & VISUAL, cont.						
Able to tell what happens in the morning, afternoon, night. (48-60 mo)						
Makes size comparisons. ("This is bigger. This is smaller.") (48-60 mo)						
Interprets a picture containing several ideas, e.g. a car wreck. (48-60 mo)						
Demonstrates knowledge of left and right. (60-72 mo)						

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
II. Organizing Process, continued					
B. MEMORY - AUDITORY & VISUAL					
Joins in nursery rhymes and songs with voice or gestures. (24-30 mo)					
Notices or recalls who is missing from a group. (48-60 mo)					
Makes up story using 3 selected objects or pictures. (48-60 mo)					
Able to tell what happened yesterday and today and what will happen tomorrow. (48-60 mo)					
Identifies removed object from a group of 3. (48-60 mo)					
Appropriately sequences and relates stories of personal experiences. (48-60 mo)					
Can repeat a sequence of 3 items, e.g. "I go to the store to buy bread, butter, and milk." (48-60 mo)					
Carries out, in order, a command containing 3 unrelated parts. (48-60 mo)					
Is able to repeat a sequence of 4-6 shown objects. (48-60 mo)					

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation	
II. Organizing Process, continued						
C. CLOSURE - AUDITORY, VISUAL, and GRAMMATIC						
Participates in story-telling (with words phrases). (30-36 mo)						
Recognizes a partially shown object. (48-60 mo)						
Recognizes objects in silhouette or "shadow" pictures. (48-60 mo)						
Speaks with very few sound errors. [1] (54-60 mo)						
The child uses proper grammatical rules when speaking. (60-72 mo)						

[1] This is the approximate age in which children should be using a sound correctly. The child should not be expected to use a specific sound before the age mentioned. This list is included to show how speech sounds develop. It should not be used for drill. Sounds should not be done in isolate as they are affected by the sounds before and after.

AGE	SOUND
3	mmmmmm, nnnnnn, ng, f, p, h, w
4	y, k, b, d, g, r
4½	ssss, sh, ch
6	t, v, l, th (without voice)
7	zzzzzz, zh, j, th (with voice)
8	wh

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
III. Expressive Process					
A. VERBAL EXPRESSION					
Makes single vowel sounds -- ah, eh, uh. (2 mo)					
Vocalizes 4 different syllables, but varies syllables in chain. (6-10 mo)					
Uses voice to get attention. (10-12 mo)					
Says one "word" other than "Mama" or "Dada." (Can be short syllable child uses consistently to designate an object.) (10-12 mo)					
**One-word phrase: one word conveying complex meaning, e.g. doll = bring me doll. (12 mo)					●
**Two-word combinations: adjective and noun. (For example, Possessive: my car; Daddy car; Quantifier: more car; two car; Adjective: big car, dirty car; Location: there car, here car; Negation: no car, potty no; Question: Daddy car?) (15-18 mo)					
**50-75 words. Nouns 75% of vocabulary. (18-24 mo)					
Uses words more than gestures to express wants and needs. (21-24 mo)					
**Combines words into simple 2 or 3 word phrases. (21-24 mo)					●

(continued)

**Developmental landmark

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Expressive Process, continued						
A. VERBAL EXPRESSION, continued						
Uses words to express physical needs or answer questions. (21-24 mo)						
Uses own name in reference to self. (21-24 mo)						
Uses pronouns "mine, me, you," but not always correctly. (21-24 mo)						
**300 words. 2 to 3 word sentences. (24-30 mo)						
Asks for "more" or "another." (24-30 mo)						
**450 words. 3 word sentence: noun, verb, object. (30-36 mo)						
Uses 2 and 3 prepositions. (30-36 mo)						
Gives full name on request. (30-36 mo)						
Uses personal pronouns correctly and refers to self by using pronoun, I, you, or me. (30-36 mo)						
Uses negative statement. (30-36 mo)						
Tells a story, shares his ideas, or expresses his feelings. (36-48 mo)						
Asks many questions beginning, "What... Where..., Who..." (36-48 mo)						

(continued)

**Developmental landmark

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation
III. Expressive Process, continued					
A. VERBAL EXPRESSION, continued					
Uses plurals. (36-48 mo)					
**Has 900 word vocabulary. 4 to 5 word sentences. (36-48 mo)					
Describes objects while naming them, using 3 descriptors, e.g. color, shape, size, when asked, "Tell me about this." (48-60 mo)					
*Asks meaning of words. (48-60 mo)					
*Directs others by saying, "Do this," or "Get that." (48-60 mo)					●
*Gives age and birthday. (48-60 mo)					
*Listens to and tells long stories, sometimes confusing fact and fantasy. (54-60 mo)					
**Has 2000 word vocabulary. (60 mo)					
*Asks meaning of abstract words. (60-72 mo)					
Asks questions about objects using descriptors; color, size, room placement, etc. (60-72 mo)					
** Developmental landmark					●

LANGUAGE	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Expressive Process						
B. MANUAL EXPRESSION						
Uses gestures and words to make wants known. (15-18 mo)						
Makes rhythmical response as bending knees, swaying, singing. (24-29 mo)						
When given object, demonstrates its function by gesture. (24-30 mo)						
Demonstrates simple action words, e.g. eating, sleeping. (24-30 mo)						
Able to use puppet or toys to act out ideas. (48-60 mo)						
Demonstrates meaning of words by pantomime. (48-60 mo)						
Acts out stories. (60-72 mo)						

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation
I. Physical Knowledge					
Answers by pointing or naming, "What do you hear with, see with, smell with, taste with?" (24-30 mo)					
By naming or pointing, identifies objects by their use. (e.g. "What cuts?" - "Knife.") (30-36 mo)					
By naming or gesturing, gives use of object. ("What do you do with a cup? Show me.") (30-36 mo)					
Answers correctly, "Are you a boy or a girl?" (30-36 mo)					
Problem Solving Ability: Performs a variety of actions on an unfamiliar object to define its nature. (e.g. stretching, folding, cutting, floating, hitting, tapping, squeezing, blowing, breaking, or dropping.) (48-60 mo)					●
Describes some properties of objects. ("How does it feel, sound, look, taste?")					
-Using texture: (smooth, rough, bumpy, slippery, etc.). (36-48 mo)					
-Using shape: (circle, square, triangle, rectangle, oval). (36-48 mo)					
-Using weight: (heavy, light). (36-48 mo)					
-Using size: (big, little, small, wide, thin, narrow, etc.). (36-48 mo)					
Is able to tell what materials objects are made of: (wood, glass, metal, plastic, etc.) (54 mo)					●

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation	
II. Social Knowledge						
*Recognizes daily routine in the classroom. (30-36 mo)						
*Knowledge of rules of conduct (sharing, turn-taking, etc.). (36-60 mo)						
*Knowledge of certain social conventions: (room placement of furniture, who wears what clothes, etc.). (36-60 mo)						
Knowledge of family roles: able to explain social or occupational roles of family members. (48-72 mo)						
Knowledge of community roles: able to explain social or occupational roles of people (e.g. doctor, garbage collector). (60-72 mo)						

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation
III. Logical Knowledge					
A. CLASSIFICATION					
Beginning classification: discriminates between food and non-food. (18-24 mo)					
Matches identical familiar objects. (24 mo)					
Matches three different shapes to shape board (color constant). (24-30 mo)					
Random grouping of objects. (24-36 mo)					
When shown two objects, is able to tell how they are the same or not the same using size, shape, OR color. (36-48 mo)					
Partial but inconsistent grouping by attribute. (30-42 mo)					
Groups consistently by one attribute and able to "tell why." (Identical or similar property.) (36-48 mo)					
Beginning to deal with two or more attributes simultaneously...					
After grouping objects by one common attribute (e.g. color), able to change criterion and regroup (e.g. squares vs. circles) and "tell why." (48-60 mo)					

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Logical Knowledge						
B. SERIATION						
Can discriminate between little and big objects. ("Show me the big (little) block.") (24-30 mo)						
Stacks 5 rings on peg in order by size. (30-36 mo)						
Is able to identify objects "bigger than" or "smaller than" (fatter or skinnier, harder or softer, hotter or colder). (36-48 mo)						
Ordering: by trial and error, beginning with three objects.						
Able to order objects by size (smallest to largest). (48-60 mo)						
Able to order 3 objects by volume, ("a lot to a little" or full to empty.) (36-48 mo)						
Order 10 objects by volume. (48-60 mo)						
Able to order 3 shades of same color, (lightest to darkest). (36-48 mo)						
Order 10 shades of color. (48-60 mo)						
Able to order 3 objects by texture, (e.g. softest to hardest, smoothest to roughest). (36-48 mo)						
Order 10 objects by texture. (48-60 mo)						
Able to order 3 sets of objects by quantity, (more to fewer). (36-48 mo)						
10 sets of objects. (48-60 mo)						
Can make opposite analogies, (Open/close, up/down, yes/ ? . (48-60 mo)						

(continued)

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation
III. Logical Knowledge, continued					
B. SERIATION, continued					
When shown a ball (or snake or other object of clay) the child is able to make four balls, each being bigger than the one that was made before. (48-60 mo)					
Asked which of two objects is bigger, (without being shown the objects) can name the bigger object. (60 mo)					

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Logical Knowledge						
C. NUMBER						
Selects just one block from a group of blocks in response to "Give me a block." (30-36 mo)						
Demonstrates understanding of concept of one. ("We will play the game one time.") (30-36 mo)						
Counts two objects, pointing to each. (36-48 mo)						
Can do one-to-one correspondence with objects that have a meaningful relationship (cups and saucers). (36-48 mo)						
Makes collections of objects with gross comparisions between unequal groups and labels them, ("a lot vs. a little"). (48 mo)						
Counts five objects and answers "how many." (48-54 mo)						
Counts ten objects and answers "how many." (54-60 mo)						
Able to match numerals 1-9 with the corresponding number sets. (54-60 mo)						
Using numbers to 10, can tell what number follows, is before, or is between two other numbers. (60-72 mo)						
Seeing two rows of objects the same length, will make a one-to-one correspondence to see if the objects are the same number or not the same number (conservation). (60-72 mo)						

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation
III. Logical Knowledge					
D. SPACE					
Imitates putting objects in and out of box. (13 mo)					
Child places blocks in row -- horizontally (on floor) or vertically (by stacking) (24-27 mo)					
Puts together 7 piece puzzle. (36-48 mo)					
Able to show understanding of "in/out," "over/under," "in front of/in back of," etc. concretely with own body. (36-48 mo)					
Spatial relationships: recognizes and joins separate parts into a whole (2 halves of a circle). (36-48 mo)					●
Able to show understanding of "in/out," "over/under," "in front of/in back of," etc. with toys, pictures, and words. (36-48 mo)					
With a duplicate set of objects, the child is able to copy a linear (straight line) pattern. (36-48 mo)					
Bridging: imitates or initiates building of bridge with three cubes. (36-48 mo)					
Placement of 4 blocks to enclose a space. (Build a fence around a horse.) (36-48 mo)					
Able to find a similar shape (to that shown) in the environment. (48 mo)					●

(continued)

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation
III. Logical Knowledge, continued					
D. SPACE, continued					
With a duplicate set of objects, is able to copy a linear pattern with the objects squeezed together or spread farther apart than the model. (48-60 mo)					
Can form rectangle of two triangular cards (rectangle shown). (48-60 mo)					
Able to cut a whole shape into several parts and put those parts together again (cutting lines pre-drawn). (48-60 mo)					
Following demonstration, can fold a paper square into a triangle. (48-60 mo)					
Shown a picture of a model design, is able to copy that design with paper and crayon. (60-72 mo)					
With a duplicate set of objects, is able to copy a linear pattern in inverse order, 1, 2, 3 to 3, 2, 1. (72 mo)					
E. TIME					
The child is able to sequence pictures of 3 time-related events and give a logical reason. (What happened first, next, last.) (48-60 mo)					
Comprehends present, past, future, e.g. "What did you do yesterday? tomorrow?" (48-60 mo)					
Knows day/night and can tell what activities occur at each time. (54 mo)					
Relates clock time to daily schedule. (60-74 mo)					

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation
IV. Representation					
A. SYMBOLS (Refer also to: Social - Make Believe Play)					
Recognizes himself when shown photos. (30-36 mo)					
Names block structure as being "something." (e.g. bridge, block, truck) (30-36 mo)					
Demonstrates use of object by gesturing only. (30-36 mo)					
Able to identify objects in pictures. (30-36 mo)					
Relates meaning to scribbles or drawings when asked. (36-48 mo)					●
Able to identify actions in pictures. (36-48 mo)					
Uses object to represent another object in play (e.g. block is truck). (36-48 mo)					
Produces sounds to represent an object (e.g. "ring, ring" is phone.) (36-48 mo)					
Uses one object to represent many different objects (block is house, hammer, plane, toothbrush, etc.) (48-60 mo)					
In block play, naming of structure is related to function of building. (48-72 mo)					
Constructs a 3-dimensional model with blocks or clay that represents an actual structure in his environment. (60-72 mo)					●
Draws recognizable person (with body or other objects in environment. (60-72 mo)	30				

(continued)

COGNITIVE PROCESSES	Present	Not Present	Goal	Acquired	Re-evaluation	
IV. Representation, continued						
A. SYMBOLS, continued						
Dramatic Play						
Uses toys and objects as props. (36-48 mo)						
Imitative role play (e.g. 'I'm Mommy." or "I'm a cat.")						
Role play involving specific situations (e.g. having a party).						
Persists in making a play last longer.						
Non-verbal interaction with other children in the play. (36 mo)						
Verbal interaction with other children in the play. (36-48 mo)						
Continues the play from day to day.						
B. LANGUAGE: SIGNS						
(See Language)						

GROSS MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
I. Walking					
Walks alone - seldom falls. (18 mo)					
Walks backwards. (18 mo)					
Walks sideways. (18 mo)					
Walks on line, general direction. (24 mo)					
Walks between parallel lines, 8 inches apart. (24-30 mo)					
Walks on tiptoe. (30 mo)					
Walks on tiptoe for 10 feet. (36 mo)					
Walks 1" x 4' diam. circle. (48-60 mo)					
Walks forward and backwards, heel-toe. (56 mo)					
Heel to toe walk (10 foot line frwd and 10 foot line bkwd). (60-72 mo)					
II. Running					
Runs freely with both feet off ground simultaneously. (24-36 mo)					
Runs with control over speed and change of direction. (48-60 mo)					

GROSS MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Balance						
Attains sitting position unaided. (12 mo)						
Stands alone. (14 mo)						
Able to re-establish balance when falls or is pushed. (15 mo)						
Able to stoop to pick up toys from floor. (15 mo)						
Carries objects. (18-23 mo)						
Gets up from a back-lying position by partial rotation to side and using hands. (22 mo)						
Bends at waist to pick up something off floor. (21-24 mo)						
Stands on one foot momentarily. (30-36 mo)						
Gets up from mid-floor without using hands. (33 mo)						
Stands on one foot, 4-8 seconds. (48 mo)						

(Also see VI - Walking Board)

GROSS MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
IV. Jumping					
A. VERTICAL					
Steps off low object. (18 mo)					
Jumps from bottom stair, 8-12 inches. (36 mo)					
Jumps from height of 12", landing on toes only. (60-72 mo)					
B. HORIZONTAL					
Jumps off floor - both feet. (30 mo)					
Bunny Jumps. (36-48 mo)					
Standing broad jump. (48-60 mo)					
Running broad jump to 2 feet. (48-60 mo)					
Jumps rope. (60-72 mo)					
C. HOPPING					
Hops on one foot for 1-3 hops. (Hopping unlikely if cannot jump.) (43 mo)					
Hops forward on one foot for 4-6 hops. (48-60 mo)					
Hops 10 or more hops forward on each foot separately. (60-72 mo)					
D. SKIPPING					
Beginning skipping -- combination of hop and walk (gallop). (48-60 mo)					
Skips using alternate feet. (60-72 mo)					

GROSS MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation	
V. Climbing						
A. STAIRS						
Creeps up stairs (4 stairs) -- weight on hands and feet. (12-15 mo)						
Walks up stairs -- hand held by adult. (18 mo)						
Walks down stairs, one hand held. (21 mo)						
Walks up and down stairs alone, both feet on one step at a time, holding onto rail. (24 mo)						
Walks up stairs with no support, alternating feet - one foot per step. (36-48 mo)						
Walks down stairs with no support, alternating feet - one foot per step. (48-60 mo)						
B. LARGE OBJECT						
Climbs up on furniture. (15-18 mo)						
Climbs nursery apparatus. (36 mo)						
Climbs ladders and trees. (48-60 mo)						

GROSS MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
VI. Walking Board (Balance)					
Walks with one foot on walking board. (28 mo)					
Alternates 2-3 steps on walking board. (36-48 mo)					
Walks length of walking board (6 cm wide board/3 inches wide). (48-60 mo)					
Walks length of walking board (4 cm wide board/2 inches wide). (60-72 mo)					
VII. Throwing and Kicking					
A. THROWING					
Ball hurled from standing position in any direction. (18-23 mo)					
Ball hurled in forward direction. (30-36 mo)					
Ball hurled with horizontal arm and body movement. (48-60 mo)					
Throws ball overhand with same arm and leg forward (Ipsilateral Step). (60-72 mo)					
Throws ball with opposite arm and leg forward (Contralateral Step). (72+ mo)					
B. KICKING					
Kicks a large ball. (24 mo)					

GROSS MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation	
VIII. Catching						
Catching: sitting, stops moving object (corraling with arms or legs). (24 mo)						
Catches - arms straight and object scooped to chest. (36-48 mo)						
Catches ball bounced from 3'. (3 trials) (36-48 mo)						
Catches - elbows bent and in front of body. (48-60 mo)						
Catches - elbows at side of body and hands cupped to ball height. (60-72 mo)						
IX. Body Coordination						
Moves rhythmically to music. (18 mo)						
Pedals tricycle. (30-36 mo)						
Can swing on rope, both feet off ground. (36-48 mo)						
Imitates body movements. (30-48 mo)						
Turns somersaults. (48-60 mo)						
Can swing - pumps feet. (60-72 mo)						
Roller skates. (60-72 mo)						
Learns to descend long ladder, alternating feet. (60-72 mo)						

FINE MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
I. Manipulation - Release & Grasp					
Neat pincer-like grasp. (10-12 mo)					
Removes a cube from a cup. (10-12 mo)					
Holds crayon. (11 mo)					
Builds tower of 2-3 blocks (3 trials). (13-18 mo)					
Can pick up and hold 2 small objects in one hand. (14 mo)					
Throws objects - picks them up again. (12-15 mo)					
Dumps small object from bottle. (12-15 mo)					●
Tower of 5-6 cubes (2 trials) (21 mo)					
Opens doors by turning knob. (24 mo)					
Turns pages of book singly. (24 mo)					
Fills and dumps containers with sand and water. (24-29 mo)					
Rolls, pounds, squeezes, and pulls clay. (24-29 mo)					
Manipulates egg beater. (27 mo)					
Tears paper. (24-26 mo)					
Makes mud and sand pies. (30-35 mo)					●
Builds tower of nine cubes. (36-48 mo)					

FINE MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
II. Eye-Hand Coordination					
Stacks rings on pegs - any order. (11-12 mo)					
Completes simple puzzles (with knobs). (24-36 mo)					
Puts small object in bottle. (24-30 mo)					
Completes beginner interlocking puzzle without knobs (5-7 pieces). (36-48 mo)					
Picks up pins, thread, etc. with each eye separately covered. (36-48 mo)					
Puts round pegs in round holes on peg-board (6 pegs). (36-48 mo)					
Drives nails and pegs into plasterboard or other soft materials. (36-48 mo)					
Strings beads. (36-48 mo)					
Can fringe paper with scissors. (36-48 mo)					
Cuts on straight line with scissors. (48-60 mo)					
Can paste and glue (to join or bond things). (48-60 mo)					
Uses a key to open and unlock a small padlock. (55-66 mo)					
Cuts on curved line with scissors (without chopping). (60-72 mo)					

FINE MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
III. Pre-Writing					
Marks on paper. (12 mo)					
Scribbles imitatively. (18-21 mo)					
Begins to show hand preference. (18-23 mo)					
Makes painting and drawing strokes (often in arc). (18-21 mo)					
Interested in painting process, not product. ("Scrubs" paper with color). (24-29 mo)					
Imitates vertical, horizontal, and circular strokes in scribbling. (24-29 mo)					●
Has well developed handedness. (24-29 mo)					
*Enjoys finger painting. (30-35 mo)					
Paints trokes, dots, and circular shapes on easel. (30-35 mo)					
Imitates a cross (+). (Examples of unacceptable attempts X ⌐ -|-). (36 mo)					
Traces over square on lines. (36 mo)					
Holds large crayon with fingers. (36-48 mo)					
Copies drawing of pre-drawn cross. (See above). (36-48 mo)					●

continued...

FINE MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Pre-Writing, continued						
Copies drawing of pre-drawn circle with continuous line, 3 trials. (Examples of unacceptable attempts, ∪ ∂ ○). (36-48 mo)						
Traces over diamond on lines. (48 mo)						
*Interested in drawing or painting designs and pictures meaningful to herself but not yet recognizable as the object. (48-60 mo)						
Traces letter, 3 trials. (48 mo)						
Copies squares with right angles. (48-60 mo)						
Copies letters. (48-60 mo)						
Holds paper with other hand in writing. (48-60 mo)						
Draws recognizable pictures of things that are important to her. (60-72 mo)						
Draws house, 2 to 5 items. (60-72 mo)						
Prints capital letters of own name. (60-72 mo)						
Prints simple words. (60 mo)						
Prints numerals, 1-5. (60-72 mo)						
Copies triangle, 3 trials. (60-72 mo)						
Copies diamond, 3 trials. (72 mo)						

FINE MOTOR SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
IV. Visual Perception					
Correctly places circle, square, and triangle in form board. (18-21 mo)					
Correctly nests four or more small square boxes. (21-24 mo)					
Imitates folding paper square in half, forming a rectangle. (21-24 mo)					
Stacks 5 rings on pegs in order by size. (30-36 mo)					
Builds simple toy using 3-4 tinker-toys following a demonstration. (36-48 mo)					●
Can close fist and wiggle thumb in imitation, R & L. (36-48 mo)					
Imitates body postures. (36-48 mo)					
Imitates spreading of hand and bringing thumb into opposition with each finger, R & L. (48-60 mo)					
Folds triangle and then folds triangle again from paper 6" square in imitation. (60-72 mo)					

SOCIO-EMOTIONAL DEVELOPMENT	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation	
I. Comfort in School							
Indicates desire to come to school.							
Relates happy experiences at school.							
Is able to take turns.							
Participates in large group activities.							
II. Interactions with Teacher							
Separates easily from parent.							
Attends to person speaking.							
Initiates interaction with teacher either verbally or by gesture.							
Uses teacher's behavior as model.							
Asks for assistance when appropriate.							
Performs at ability level independently.							
Continues activities without constant assurance.							
Able to share teacher's attention with others.							
Responds positively to physical contact.							
Interacts with adults without manipulating them.							

SOCIO-EMOTIONAL DEVELOPMENT	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
III. Achievement Motivation & Pride of Mastery						
Initiates own activities.						
Shows knowledge of abilities by choice of activity.						
Child experiments and seeks new knowledge without waiting for teacher assistance.						
Uses materials in a variety of ways.						
*Reflective: takes time to think before making decisions.						
Uses a variety of approaches to solve problems.						
Can stay with activity for some time.						
Shows satisfaction in task either by gesture and/or verbalization.						
Persists in task until it is completed.						
*Proud of what she makes, and shows others.						
Brings "treasures" to share at school.						

SOCIO-EMOTIONAL DEVELOPMENT	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation	
IV. Interactions with Other Children							
Initiates a recognizable word to obtain an object or activity from another child.							
Works well with other children.							
Accepts others' ideas and directions for play.							
Initiates ideas for play accepted by others.							
Allows others to join in his play.							
Shares willingly.							
Child respects property of others.							
Takes turns.							
Stands up for own rights.							
Accepts blame when at fault.							

SOCIO-EMOTIONAL DEVELOPMENT	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
V. Inner Controls						
Follows routine requests or limitations.						
External Controls: Behaves in accordance with rules when teacher is not present or without a tangible reward.						
Verbally recalls group rules and procedures.						
Verbalizes consequences if group rules are broken.						
Verbalizes simple reasons for group rules.						●
Contributes to making group rules.						
Is thoughtful: acts with reflection.						
Verbally expresses cause and effect relationships between feelings and behaviors.						

SOCIO-EMOTIONAL DEVELOPMENT	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
VI. Play Patterns						
Unoccupied Behavior: Child occupies himself with watching anything that happens to be of momentary interest. (6-12 mo)						
Solitary Play: Child plays alone and independently with toys that are different than those of the children playing nearby. (13-23 mo)						
Parallel Play: Plays with the same toy as other children nearby, but not with the children. (30-35 mo)						
Onlooker Behavior: Child watches play of other children and joins in for a few minutes. (36-48 mo)						
Associative Play: Child plays with other children, borrowing and lending materials, but play is neither goal-directed nor organized. (36-48 mo)						
Cooperative Play: Child plays in group that is goal-directed toward a product, a competitive goal, or formal game, or a dramatization. (60-72 mo)						
VII. Interactions with Materials						
Uses toys and tools appropriately.						
Puts toys away in proper place.						
Recognizes her own possessions.						

SELF-HELP SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
I. Feeding					
Finger-feeds self for part of meal. (12 mo)					
Uses spoon, spilling little. (14-18 mo)					
Asks for food when hungry and drink when thirsty. (18-23 mo)					
Unwraps candy or coverings. (22 mo)					
Masticates food. (12-24 mo)					
Drinks from cup. (24-29 mo)					
Spoon-feeds without spilling. (24-29 mo)					●
Eats with fork. (28-36 mo)					
Gets drink unassisted. (30-36 mo)					
Pours well from pitcher. (36-48 mo)					
Spreads butter on bread with knife. (36-48 mo)					
Cleans spills. (36-48 mo)					
Sets table with assistance. (36-48 mo)					
Sets table. (48-60 mo)					
Can cut with knife. (48-60 mo)					
Serves self. (48-60 mo)					●

SELF-HELP SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation	
II. Toileting						
Fusses to be changed after BM (12 mo)						
Sits on toilet or potty. (15-18 mo)						
Indicates wet pants. (15 mo)						
Indicates toilet needs by restlessness and vocalization. (18-23 mo)						
Bowel control usually attained. (18-23 mo)						
Verbalizes toilet needs in reasonable time. (24 mo)						
Pulls down pants at toilet. (24-29 mo)						
Knows the difference between bladder and bowel function. (30-36 mo)						
Is usually dry all night. (36-48 mo)						
Cares for self at toilet. (36-48 mo)						
Responds to routine times for elimination. (36-48 mo)						

SELF-HELP SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation	
III. Dressing						
Child holds arms out for clothing. (12 mo)						
Pulls on simple garment. (24 mo)						
Puts on shoes with assistance. (24-29 mo)						
Removes coat or dress, if unfastened. (24-36 mo)						
Undoes large buttons, snaps, shoelaces, and zippers. (31-36 mo)						
Dresses with supervision. (32 mo)						●
Puts on coat or dress unassisted. (34 mo)						
Hangs up coat on hanger or hook. (30-36 mo)						
Pulls on shoes (not always correct foot). (36-48 mo)						
Buttons coat or dress. (40-48 mo)						
Undresses self except for back buttons, laces, and ties. (48-60 mo)						
Laces shoes. (48-60 mo)						

(continued)

SELF-HELP SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
III. Dressing, continued					
Distinguishes front and back of clothing. (48-60 mo)					
Dresses self except tying. (48-60 mo)					
Dresses and undresses alone. (60-72 mo)					
Ties shoelaces. (72 mo)					
IV. Personal Hygiene					
Child helps while being bathed. (30-36 mo)					
Dries own hands. (30-35 mo)					
Brushes teeth. (36-48 mo)					
Blows nose without verbal cue. (36-48 mo)					
Washes hands and face unaided. (36-48 mo)					
Dries face and hands. (42-48 mo)					
Can brush and comb hair unassisted. (60-72 mo)					

SELF-HELP SKILLS	Present	Not Present	Goal	Acquired	Re-evaluation
V. Safety					
Indicates desires by gesturing and utterances. (18-23 mo)					
*Understands and stays away from common dangers. (30-35 mo)					
Tells full name. (36-48 mo)					
Goes about neighborhood unattended. (48-60 mo)					
Tells own phone number. (48-60 mo)					
Tells home address. (60-72 mo)					
Crosses street safely. (60-72 mo)					
Demonstrates dialing of own phone number. (60-72 mo)					